

Darlington Junior High

100 Magnolia Street
Darlington, SC 29532

Grades 7-8 Middle School

Enrollment 894 Students

Principal Aurelia Cooper 843-398-2600

Superintendent Dr. Rainey Knight 843-398-5200

Board Chair Mr. Warren Jeffords 843-326-5970

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	6	25	5

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Below Average	Below Average	No

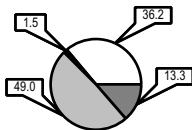
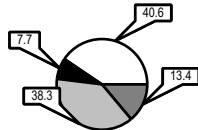
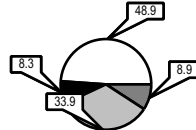
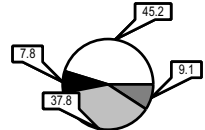
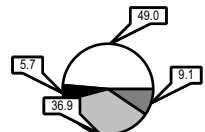
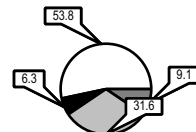
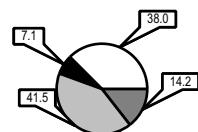
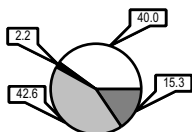
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	871	99.8	35.4	49.2	13.2	2.2	23.9	Yes	Yes
Gender									
Male	457	99.6	40.1	46.9	10.7	2.3	18.9		
Female	414	100.0	30.3	51.8	15.9	2.0	29.3		
Racial/Ethnic Group									
White	306	100.0	17.9	57.2	20.7	4.2	35.4	No	Yes
African American	558	99.6	44.8	44.8	9.4	1.1	17.6	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	690	99.9	32.3	50.8	15.1	1.8	27.0		
Disabled	181	99.5	47.3	43.2	5.9	3.6	11.8	No	Yes
Migrant Status									
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	870	99.8	35.4	49.2	13.2	2.2	23.9		
English Proficiency									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	870	99.8	35.4	49.2	13.2	2.2	23.9		
Socio-Economic Status									
Subsidized meals	637	99.7	42.2	46.5	9.7	1.7	17.0	No	Yes
Full-pay meals	234	100.0	17.3	56.4	22.7	3.6	42.2		

Mathematics – State Performance Objective = 36.7%									
All Students	871	99.9	39.8	38.1	13.3	8.7	30.0	Yes	Yes
Gender									
Male	457	99.8	42.6	36.7	10.9	9.8	27.4		
Female	414	100.0	36.9	39.6	15.9	7.6	32.8		
Racial/Ethnic Group									
White	306	100.0	22.5	41.1	19.3	17.2	48.4	Yes	Yes
African American	558	99.8	49.3	36.1	10.3	4.3	20.4	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	690	100.0	35.9	38.2	16.4	9.4	34.7		
Disabled	181	99.5	55.0	37.9	1.2	5.9	11.8	No	Yes
Migrant Status									
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	870	99.9	39.8	38.1	13.3	8.7	30.0		
English Proficiency									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	870	99.9	39.8	38.1	13.3	8.7	30.0		
Socio-Economic Status									
Subsidized meals	637	99.8	47.4	37.4	10.3	4.8	20.5	No	Yes
Full-pay meals	234	100.0	19.6	40.0	21.3	19.1	55.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	871	99.9	48.1	33.7	9.0	9.3	18.3
Gender							
Male	457	99.8	46.5	33.0	10.2	10.2	20.5
Female	414	100.0	49.7	34.3	7.6	8.3	15.9
Racial/Ethnic Group							
White	306	100.0	26.7	39.3	15.4	18.6	34.0
African American	558	99.8	59.3	30.8	5.4	4.5	9.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	690	99.9	42.2	36.7	10.7	10.4	21.0
Disabled	181	100.0	70.6	21.8	2.4	5.3	7.6
Migrant Status							
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Migrant	870	99.9	48.1	33.7	9.0	9.3	18.3
English Proficiency							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	870	99.9	48.1	33.7	9.0	9.3	18.3
Socio-Economic Status							
Subsidized meals	637	99.8	56.6	32.3	6.3	4.8	11.1
Full-pay meals	234	100.0	25.3	37.3	16.0	21.3	37.3

Social Studies							
All Students	871	99.8	44.4	37.7	9.1	8.8	17.9
Gender							
Male	457	99.6	45.5	34.3	9.1	11.2	20.3
Female	414	100.0	43.2	41.4	9.1	6.3	15.4
Racial/Ethnic Group							
White	306	100.0	28.8	40.0	16.5	14.7	31.2
African American	558	99.6	53.0	36.0	5.2	5.8	11.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	690	99.9	40.2	39.5	10.8	9.5	20.3
Disabled	181	99.5	60.4	30.8	2.4	6.5	8.9
Migrant Status							
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Migrant	870	99.8	44.4	37.7	9.1	8.8	17.9
English Proficiency							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	870	99.8	44.4	37.7	9.1	8.8	17.9
Socio-Economic Status							
Subsidized meals	637	99.7	51.2	38.0	4.8	6.0	10.8
Full-pay meals	234	100.0	26.2	36.9	20.4	16.4	36.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	453	99.3	39.8	44.9	14.6	0.7	15.3
	8	391	99.0	42.0	45.4	11.6	1.1	12.7
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	458	99.6	38.7	46.0	13.9	1.4	15.3
	8	413	100.0	32.4	53.2	12.9	1.5	14.4
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	453	100.0	42.9	38.6	12.5	6.0	18.5
	8	391	99.2	43.2	47.6	7.4	1.8	9.2
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	458	99.8	43.3	35.3	10.8	10.6	21.4
	8	413	100.0	37.3	41.6	16.5	4.6	21.1
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	458	99.8	52.0	28.0	9.2	10.8	20.0
	8	413	100.0	45.0	40.6	8.7	5.7	14.4
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	458	99.6	50.7	34.2	6.8	8.3	15.1
	8	413	100.0	38.6	42.2	11.8	7.5	19.3

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 894)				
Students enrolled in high school credit courses (grades 7 & 8)	3.7%	Down from 3.8%	11.7%	15.5%
Retention rate	5.9%	Down from 10.4%	3.4%	3.0%
Attendance rate	96.5%	Down from 96.6%	95.7%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.5%	Up from 6.6%	5.4%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.6%	Up from 7.1%	5.5%	4.6%
Eligible for gifted and talented	11.5%	Up from 7.0%	12.6%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	21.2%	Up from 19.3%	14.0%	13.6%
Older than usual for grade	4.4%	Down from 5.6%	5.7%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 1.1%	0.9%	0.8%
Annual dropout rate	0.1%	Down from 0.5%	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees	41.2%	Down from 43.4%	48.9%	51.8%
Continuing contract teachers	78.4%	Down from 79.2%	76.5%	78.1%
Highly qualified teachers	97.9%	Up from 87.8%	88.5%	89.6%
Teachers with emergency or provisional certificates	9.3%	Up from 6.8%	7.1%	6.0%
Teachers returning from previous year	84.1%	Up from 81.6%	84.4%	85.4%
Teacher attendance rate	96.2%	Up from 95.7%	94.8%	94.9%
Average teacher salary	\$40,357	Up 1.0%	\$40,394	\$41,328
Prof. development days/teacher	13.5 days	Down from 14.2 days	11.5 days	11.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	22.3 to 1	Down from 23.2 to 1	21.1 to 1	21.3 to 1
Prime instructional time	91.6%	Up from 91.0%	89.5%	89.3%
Dollars spent per pupil*	\$5,279	Down 4.1%	\$6,144	\$6,022
Percent of expenditures for teacher salaries*	64.4%	Up from 64.1%	60.9%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.1%	Down from 99.2%	97.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	97.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year proved to be one of high expectations for students and staff, professional growth of staff members, academic growth for students and increased opportunities for recognition of high-achieving students. The district passed a referendum which allows for a completely new middle school for the Darlington area which will add a 6th grade to the existing 7th and 8th grades housed on our campus. Our staff development this year has involved training in the middle school concept which will allow for the curriculum at the new school to be both academically challenging and developmentally appropriate for the middle school students.

Darlington Jr. High had its first 8th grade graduation for those students who had met all the requirements to be promoted to the 9th grade. The graduation featured a Valedictorian and Salutatorian and Distinguished Honor graduates. The top ten 7th grade students with the highest averages were selected to serve as Marshals. This was a huge success for the students, parents and the community.

Darlington Jr. High School implemented five different tutoring programs to address the needs of students at all levels and at different times of day.

Our special education self-contained classes were incorporated more into the regular education program by having them change classes just as their non-disabled peers. Each self-contained teacher taught one core subject area.

Eight 7th grade students qualified as state-level Duke TIP Scholars.

The addition of a Facilitator of Special Education greatly enhanced the opportunities for our special education students.

Students who consistently performed at high levels academically and demonstrated exemplary behavior were awarded in numerous ways: field trips, Administrators' Choice Receptions, honors programs and other forms of recognition.

Aurelia Cooper, Principal
Jane Lloyd, Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	57	335	86
Percent satisfied with learning environment	64.9%	61.8%	69.9%
Percent satisfied with social and physical environment	68.4%	61.8%	59.5%
Percent satisfied with school-home relations	36.8%	80.2%	60.2%

*Only students at the highest middle school grade level at this school and their parents were included.